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ABSTRACT

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program serves disadvantaged, inner-city preschool children who score at or below the twenty-fifth percentile on a preschool inventory. Children attend kindergarten for full-day sessions, performing a variety of activities designed to increase their motor, perceptual, and auditory skills and their language and concept development. Weekly field trips provide the students with new experiences, and medical and dental services are made available to them. To motivate families to help their children develop, parent participation in the program is encouraged. (WR/AIR)

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PROGRAM AREA:

Reading/Disadvantaged

PROJECT TITLE:

ESEA Title I, Early Childhood Education -- All Day Kindergarten

LOCATION:

Cincinnati, Ohio 45202

SOURCES AND LEVEL OF FUNDING:

Federal:	ESEA Title I	$404,186
Local :	Cincinnati Board of Education General Fund	$202,000

PROGRAM START DATE:

1968

BRIEF DESCRIPTION OF PROJECT:

Goals and objectives. The program aims to strengthen the child's perceptual and auditory skills, improve his language development, make available dental and medical services, and develop the potential of the family to motivate the learning of the child.

Context. The program operates in a densely populated, highly mobile community (though dropout and transfer rate of children in the project is surprisingly low--5% vs. 12% in nonproject classes). The schools are located in an inner area of a large city (over 200,000). Approximately 70 percent of the total enrollment across these schools is Black. Program participants come from low-income families (average annual income below $4000). To qualify for the program, students must score at or below the 25th percentile on the Cooperative Preschool Inventory (ETS).

Program description.

Grade level(s), years of operation, size--in operation for more than five years, the program is serving 605 kindergarteners during the 1973-74 academic year. The kindergarten classes are located at 22 district schools.

Staffing--The program staff required for this number of participants consists of the following: Coordinator (1, parttime), Instructional Consultants (2, parttime), kindergarten teachers (27, full time), teacher aides (27, full time), and a secretary (1, parttime).

Curricula, material, facilities--Teachers fill out skills observation checklists for each child. These data, along with Boehm test results, are used to group students for work with the Sullivan Reading Readiness materials on language and concept development. Six to eight headphone units and one central console in each classroom facilitate this individual or small-group work.

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Perceptual skills are sharpened through the use of manipulative materials such as building blocks, art materials, puzzles, and games to give children a feeling of security and order, rules for materials use are clearly defined and systematically reinforced (e.g., blocks are built no higher than shoulder level, toys are put away). Move/Grow/Learn by Frontier is used for group work in developing motor skills.

Once a week, the children take a walking field trip and discuss their findings. They might observe safety signs, look for things that are blue, or pass by houses of children in the class and meet briefly with the parent(s) inside. A cassette recorder is taken on listening walks and is sometimes used to introduce male voices into the classroom situation. There are intra school field trips to see how the furnace works, to observe another class, or to get better acquainted with the principal.

Each day, a teacher or teacher aide eats lunch with the students. At this time, good manners and the art of conversation are stressed.

Time involved--Children attend program classes from 8:30 a.m. until 2:45 p.m. daily. A typical day's schedule is as follows:

8:30 - 8:50	Health inspection, attendance, morning snack, sharing.
8:50 - 9:30	Teacher-directed activity.
9:30 -11:15	Work-play (choice of activities plus group work).
11:15 -12:00	Lavatory, lunch, rest.
12:00 -12:30	Music and rhythms.
12:30 - 1:15	Language activities (less structured, e.g., puppets, dramatics).
1:15 - 2:00	Outdoor play.
2:00 - 2:45	Stories and related activity.

The above schedule varies from day to day.

Parental involvement--The project staff encourages parent participation. In a given month, from 2 to 14 parents per classroom may participate by chaperoning a field trip, observing a class in action, attending an open house or ESEA conference, receiving a home visit from the teacher, or helping with the school bake sale.

Preservice/inservice training--Inservice for teachers and teacher aides is continuous, approximately one day per month. This inservice includes visits to possible field trip sites, attendance at instructional materials displays, guest speakers on children's music, and visits to other kindergarten programs. Teachers are exposed to various new techniques and encouraged to adapt them to their own teaching style. First School Experiences is a resource guide for teaching young children. This source book was developed by teachers during inservice meetings.

Cost--Total cost of the program is $604,186, not including the value of donated items and the regular per-pupil expenditure for the half-day kindergarteners in the district. The cost of instructional materials for a class of 30 is $450, including money to pay for field trips. Per-pupil program cost, based on 605 participants during 1973-74, is just under $1000 per child.

(The above per-pupil cost figure is based on our calculations and will be confirmed when requested cost data are received. Similarly, costs for initial implementation and ongoing maintenance of the program are yet to be provided by the program.)

EVIDENCE OF EFFECTIVENESS: (See attached section.)

(ESEA Title I Early Childhood
Education Project 1972-1973
Cincinnati Public Schools)

EVIDENCE OF EFFECTIVENESS:

Evaluation conducted by. Mr. Ronald H. Nieman of the Program Evaluation Branch, Department of Research and Development.

Sample size and method. For entry into 21 schools (kindergarten) children were selected with the following criteria

-were 5 years old on or before 30 September 1972

-limited or low family income

-no physical handicap

-where known, low achievement within family or from siblings

-at or below 25 percentile on the Cooperative Preschool Inventory (of ETS), using Middle SES National Norms.

Approximately 55 percent of preschool children were eligible. Estimates of average income per family is around $4000. About 1500 candidates for Title I preschool and All Day Kindergarten (the program group) were tested in April and May. Finally 677 were given the Pre-test.

Losses over the test period of one year were small, about 5 percent. In one of the comparison groups (the half-day kindergarten) losses were 7 percent.

Comparison methods. Two main comparisons made: With national norms, and with the Half-Day Kindergarten. Tests used were Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts and the Metropolitan Reading Readiness Test.

Testing times were September-October 1972, April 1973 and May 1973. Of these, the PPVT was given to both 1/2 DK and ADK both as pretest and as posttest. The Boehm test was given to the ADK only, but as pretest (Form A) and as posttest (Form B). The MRRT was given once only to the ADK as a posttest in May. This last is the important one, and the comparison made with national norms.

Measures. All had some relevance with regard to language development; the Boehm and the Peabody involve vocabulary and the Metropolitan, reading. For the Peabody, reliabilities are difficult to find but correlation with intelligence tests like the WISC are between .70 and .80.

For the Boehm test, reliability figures range from .68 to .90.

The Metropolitan has reliabilities of .90 and up for kindergarten and Grade 1 students, and hs favorable reviews in MMY for validity.

Results are given in raw scores, percentiles and stanines with, where appropriate, the summary statistics of means and standard deviations.

The time-span of the program was about 8 months.

Data collection was supervised by trained research staff and the project staff number 12.

Data analysis. Descriptive Statistics includes Means, Standard Deviations, Percentiles, and Stanines. In all cases, sizes of samples were quoted.

Analytic techniques included t- and f-tests, and One-way analysis of variance. Significances are quoted.

Changes in outcome and their reliability. 1. On the Boehm Test, from Fall 1972 to Spring 1973, there was a gain in mean raw score of from 23.8 (with standard deviation 10.8) to 31.2 (SD7.4). This represented a shift from the 44th National percentile to the 75th. There was a sample loss of 26 of the initial 677 students; it does not seem to have received explicit attention, and did not deserve any since at worst this could have produced a shift of less than .09 SD's. This result is significant at beyond the .1 percent level.

2. The Peabody test was given pre- and post- to a randomly selected subsample of 88, with no losses in sample. The mean "IQ" rose from 83.9 to 91.2, which is about two-thirds of a standard deviation. This result is significant at beyond the one percent level.

3. The Metropolitan test yielded two comparisons. The ADK had a gain of about a half standard deviation over the 1/2DK, which was significant at beyond the 0.1 percent level. Furthermore, their performance at this point (ADK = 52.1) was above the fifth Stanine. Thus their final performance was at least average for a normal population, although they started at or below the 25 percentile on the Cooperative test.

4. To quote from their report "...Further, the cognitive gains made during the kindergarten year appear to remain for at least two years, as indicated by a follow-up study made in December 1972." (This was of an earlier group.) On randomly selected subsamples of 40 students from each of (ADK + preschool), (1/2 DK + preschool), and (1/2 DK only), there was a difference between the first two of about .4 standard deviations on the Cooperative Primary test, and a difference between first and third groups of about .6 standard deviations. Even with the small samples of 40, this was significant at beyond the 5 percent level.

Educational significance. Within eight months, children chosen with a clear handicap were raised, on the average, to normal reading readiness.